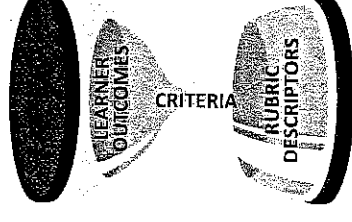


Criteria are statements beginning with strong action verbs that identify the learning to be achieved, based on Alberta Programs of Study. Criteria are explicitly derived from learner outcomes and provide a shorthand way of describing what students are expected to *demonstrate*. Thus, it is essential that criteria begin with verbs. Criteria help teachers translate the complex language of the learner outcomes into more accessible, student-friendly language.

When criteria are used to represent learner outcomes, the specificity of those outcomes is *temporarily* lost. The specificity re-emerges as performance levels are created in the rubric, describing quality of performance relative to the learner outcome(s) being assessed.



Credible criteria form the thread linking curriculum, instruction and assessment. This relationship is represented in the AAC Key Visual, reproduced for convenience on the inside back cover of this resource. Within the Key Visual, fundamental questions are posed relating to teacher responsibilities during the cycle of *planning, coaching, judging and reporting*. Criteria, when they are credible, assist teachers in designing assessments that will yield valid and reliable evidence and, at the same time, support student learning.

Although the term 'criteria' is not explicitly stated in the *Alberta Teaching Quality Standard* (1997), three sections speak directly to the primary messages of *Creating Credible Criteria*.

- (3) c) Teachers understand the subject disciplines they teach.
- (3) g) Teachers translate curriculum content and objectives into meaningful learning activities.
- (3) i) Teachers gather and use information about students' learning needs and progress.

The process of creating credible criteria is a professional responsibility that impacts the entire teaching/learning/assessing process.